

*University of Wisconsin – Green Bay
Professional Program in Education*



*Cooperating Teacher Handbook
Policies and Guidelines for Working with Student Teachers and Interns*

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Mission/Vision Statement of the UW-Green Bay Professional Program in Education

The Professional Program in Education seeks to inspire and prepare future educators by cultivating knowledge, skills, and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice, and decision-making based on data. In keeping with this mission, the following integrated themes are evident in this course:

- A commitment to effective communication and ethical decision making
- Proficiency through performance based assessment
- Environments that promote inquiry as the basis the authentic learning
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

Role of the Cooperating Teacher

The cooperating teacher plays an extremely important role in the pre-service preparation of a student teacher or teaching intern. **The cooperating teacher serves as a role model and mentor in providing opportunities for the student teacher/intern to observe professional behavior.** The cooperating teacher also provides the day-to-day evaluation, guidance, and training necessary to becoming a successful teacher. The role includes helping the student teacher/intern explore ways to involve pupils actively in their learning. The cooperating teacher role includes

- providing guidance,
- offering suggestions,
- and evaluating performance.

The cooperating teacher role also includes

- ✓ carefully listening to the student teacher/intern in order to assist her /him in using past experiences and skills in improving learning for the pupils as well as for the student teacher/intern, and
- ✓ provides clarification and feedback to student teacher/intern questions.

The cooperating teacher is expected

- ✓ to guide the student teacher/intern in understanding school organization and in developing classroom routines,
- ✓ to assist by demonstrating lessons for teaching specific learning objectives including standards and benchmarks, and
- ✓ to provide appropriate materials and resources to enable the student teacher/intern to develop lessons appropriate to the pupils' needs.

The cooperating teacher helps the student/intern to become self-evaluative and also monitors the progress of the student teacher/intern. Assistance is provided to help her/him develop his/her own solutions to problems in the classroom. Empathetic listening and encouragement for the efforts of the student teacher/intern are required. Where needed, the cooperating teacher provides instruction in specific knowledge and skills necessary for successful job performances for the student teacher/intern. The cooperating teacher should also challenge the student teacher/intern to assess his/her own talents and special abilities and encourage and assist in improving or refining those talents and skills.

Responsibilities of the Cooperating Teacher

Prior to the beginning of the student teaching/internship experience, the cooperating teacher and the student teacher/intern should meet to discuss when the student teacher/intern should report to the school, to obtain any textbook or materials necessary in preparing for the first class period and to become familiar with the various facilities available to the student, such as libraries and resource materials.

The cooperating teacher should select a time to explain the school's standard policies and procedures on such things as

- appropriate faculty dress,
- proper channels of communication in the school,

- sites of faculty rest rooms,
- automobile parking areas and mailboxes, and
- proper fire and tornado drill procedures.

Early in the assignment, the student teacher/intern should be made aware of

- acceptable and preferred classroom management practices,
- special needs of individual students,
- proper attendance recording procedures, and
- allowable student movement policies in the building.

Take time to acquaint the student teacher/intern with specific responsibilities and expectations.

The cooperating teacher is asked to explain his/her short-term and long-term teaching objectives, to provide information on the availability and procurement procedures for necessary print and non-print teaching resources for the classes in which the student teacher/intern will be involved. Whenever possible, copies of student handbooks, school policy handbooks, grade books and lesson plan books should be made available to the student teacher/intern. Make supplies, books, and equipment accessible.

The cooperating teacher is asked to introduce the student teacher/intern to the classes and to other faculty members. Accept and introduce the student teacher as a co-worker, fellow teacher, to the class and to other teachers in the school.

Observation

Though the student teaching/internship experience is based on the fundamental principle that people learn by involvement, student teachers should have the opportunity for extensive observation. It is the student's responsibility to observe you as a role model and learn to gradually take responsibility for the operation of the classroom. By observing classes of the cooperating teacher and other exemplary instructors, student teachers will become familiar with the diversity of approaches and methods. In addition, they will become familiar with a variety of individual pupil behaviors, skills, and attitudes. These will assist the student teacher/intern to make a start toward developing a personal style adapted to his or her individual capabilities, needs and preferences. We strongly recommend that all student teachers/interns have the opportunity to visit and observe at least three (3) teachers in addition to their cooperating teacher. This should include, but not necessarily be limited to, observation in the different grade levels and/or subjects in which the student is preparing for certification.

Lesson Plans and Long-Range Planning

Cooperating teachers should give particular attention to helping the student teacher/intern develop both effective long-range plans and daily lesson plans. While no specific format for the daily lesson plan is required by the University, it is recommended that the student teacher prepare comprehensive lesson plans for every lesson which he or she will teach. Such plans should include statements of specific objectives, methods of lesson introduction and motivation, instructional procedures, standards, benchmarks, activities, resource materials needed, and plans for evaluation of the lessons and the students. Lesson plans should always be available for review by the cooperating teacher and the university supervisor.

Evaluation of Pupil Learning

Cooperating teachers and student teachers/interns should discuss appropriate methods of evaluating the oral and written work of students. The application of evaluation in the entire teaching-learning process, including reading policies and procedures, should be discussed. Student teachers/interns should be given guidance in the development of classroom tests. It is important that student teachers/interns understand the relationship of testing to course objectives, materials, and learning activities. Other forms of evaluation, such as pupil conferences and projects, are alternatives that may be reviewed. Cooperating teachers should discuss the use and value of standardized achievement tests as well as other methods of assessment.

If, for any reason, you would like to request a change in the placement of the student teacher, please contact the Student Teaching Coordinator at 920-465-2835 or 920-465-2566 immediately. Placement changes requested by the student must be submitted in writing and be approved by the cooperating teacher and the principal.

Evaluation of Student Teacher/Intern's Teaching

Regular evaluating and conferring relative to all aspects of a student teacher's or intern's teaching and observations are essential to the maximum professional development of the student teacher/intern. Evaluation of the student teacher should be based on the day-to-day growth of the individual's capability of becoming a competent beginning teacher rather than simply asking the question, "How well did I do?" Student teachers/interns should be encouraged and assisted in continuous self-evaluation throughout the semester. If the student teacher/intern does not solicit evaluative feedback each day from the cooperating teacher, the cooperating teacher should take the initiative and provide such daily feedback.

Everyone understands that mistakes and errors are expected and that the student teaching/interning experience provides a laboratory setting for development and improvement of teaching competence by student teachers and teaching interns.

The Evaluation Process

In addition to the essential day-to-day evaluation, we believe that it is important to complete formal evaluations of the student teacher. The University of Wisconsin Green Bay requires a minimum of four written evaluations for each student teacher/intern, based upon classroom observation by the cooperating teacher and the university supervisor. The following evaluation forms will meet the minimum requirements:

1. *An Interim (Mid-Term) Evaluation* of teaching performance;
2. *A Final Evaluation* of teaching performance;
3. *The Recommendation for Teacher Certification* form; and
4. *The Cooperating Teacher's Letter of Recommendation (Requested but optional)*.

The main question to ask yourself is "Does this student teacher have the potential to become a successful teacher"? Criteria for the evaluation of the student teacher's and intern's performance are in the areas of

- lesson preparation and planning,

- knowledge of subject matter,
- management of teaching processes,
- enthusiasm and initiative demonstrated in her/his teaching,
- the criterion of a positive learning atmosphere in the classroom,
- the motivation of pupils, his/her practices or classroom management and control,
- competence in human relations skills,
- professional attitudes,
- and their interactions with their pupils and with school staff members.

Such personal characteristics as emotional stability, adaptability and creativity, dependability and cooperation, communication and language skills, and voice quality, are also evaluated by the cooperating teacher.

Cooperating teachers are asked to complete a *Student Teaching Observation/Evaluation Form* and to send it to the UWGB Education Office. A final evaluation using the same form should be completed at or near the end of the student teacher's assignment. All evaluations and recommendations made by the cooperating teacher and the university supervisor should be reviewed with the student teacher. All evaluation forms and recommendation forms are returned to the Education Office. A copy should be given to the student teacher/intern.

After the Coordinator/Director of Clinical Experiences receives and reviews the evaluations written by both the student teacher's/intern's Cooperating Teacher(s) and the University Supervisor, the UWGB Education Office will forward any pertinent documents to the student for inclusion in the student teacher's/intern's self-credentialing file. Copies of all documents are placed in her/his education file in the Education Office.

Grading

Grading of student teaching/interning at UWGB is on a pass-no credit basis. The cooperating teacher, in consultation with the University Supervisor, will recommend that certification be granted, deferred, or denied. Normally, this recommendation will be made at the conclusion of the scheduled student teaching assignment.

If the cooperating teacher(s) decides that a student does not merit recommendation for certification at the completion of his/her student teaching assignment but is of the opinion that the student teacher/intern has demonstrated enough progress that an extension of the student teaching/interning assignment or the completion of another assignment would likely provide sufficient opportunity for the desired additional experience and professional growth, the student teacher or intern will be permitted to enroll in a second student teaching assignment in a subsequent semester, if that is his/her desire. When a recommendation is made that certification be **deferred**, the cooperating teacher is asked to recommend any conditions which should be met before the student should be allowed to become licensed. Usually, cooperating teachers who recommend that certification be deferred, also recommend a second student teaching assignment in a subsequent semester. If the cooperating teacher(s) indicates that the student should be **denied** certification, the student's overall performance is evaluated and may not be given an opportunity to undertake further student teaching, and he/she will not receive a recommendation for a teaching license from the Certification Officer at UWGB.

It is very important that the student teacher/intern be aware of any problems (particularly those which would affect a certification recommendation) well before the end of the student teaching assignment. It is recommended that the student teacher/intern make every effort to communicate effectively with his/her cooperating teacher(s) and that he/she informs the university supervisor before problems that might jeopardize a favorable certification recommendation become irreconcilable. The Coordinator/Director of Clinical Experiences should be appraised of major problems or issues as they arise. DO NOT wait to inform the student, university supervisor, or the Coordinator/Director of Clinical Experiences of a problem which will affect the deferral or denial of a recommendation for a teaching license. All parties to the student teaching experience have the responsibility to communicate often and honestly in an effort to assist the student teacher in becoming an effective educator.

Evaluation of the Student Teaching or Teaching Intern Assignment

At the conclusion of the student teaching assignment, the cooperating teacher will hold a final, culminating conference with the student. The “Final Evaluation” of the student teaching/interning performance report and the other formal evaluations should be discussed with the student teacher/intern at that conference. If desired, the cooperating teacher and/or student teacher/intern may request that the university supervisor also participate in this culminating conference.

As stated earlier, the cooperating teacher will forward the completed “Final Evaluation” of teaching performance, “Recommendation for Teacher Certification,” the written letter of evaluation and the university supervisor evaluation form to the Education Department Office. These may be mailed to the UWGB Education Office or given to the university supervisor. The university will also forward the letter of recommendation and the cooperating teacher evaluation form to the Education Office. The final evaluation form(s) and the recommendation for teacher certification are placed in the student’s file in the Education Office. A copy of the letters of recommendation is forwarded to the student teacher/intern. Student teachers who are applying for teaching positions before completion of their student teaching assignment are advised to request an interim letter of recommendation from both the cooperating teacher and the university supervisor.

Evaluation Materials

The evaluation forms and materials are offered electronically via the UWGB Education Website under the student teaching tab. Supervisors may choose to print and mail a paper version of the evaluation and recommendation, or the evaluation and recommendation may be submitted electronically.

Instructions for both versions are explained further in detail below. The student should always receive one copy of the evaluation for his or her personal records:

Paper Evaluation Process:

1. Print, or save, the Evaluation Forms and Recommendation Forms at: www.uwgb.edu/education
2. Mail, or email, them to Jamie Tyrrell, Professional Program in Education 2420 Nicolet Drive Green Bay, WI 54311, by the suggested timeline dates.

Electronic Evaluation Materials:

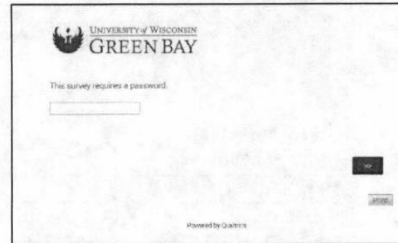
UWGB Professional Program in Education Electronic Evaluations Help Sheet

1. The Student Teacher Electronic Evaluation Form can be found at the following links:

2. After clicking on the link, this screen should appear:
 - a. Type the Password

PASSWORD: uwgb1234

- b. Click the green arrow to the next page.



3. Fill in all of the information on the top of the survey. This is the placement and background information.
4. After the background information you will find the standards with the 1-4 rating system. To rate the student, simply click the green dot and drag it under the appropriate number. Comments for that standard can be typed in the box below the scale.

Teachers know children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that support their intellectual, social, and personal development.

The student teacher exemplifies this standard because he/she:

- models respect toward students and expects students to demonstrate respect for the teacher and for other students
- uses pedagogical approaches that address the developmental attributes of students
- uses formal and informal methods to observe student-learning
- uses instructional strategies that promote student learning for a wide range of student abilities
- encourages self-assurance in all students plans lessons that facilitate and enhance independent learning and thinking

0 1 2 3 4

Teachers know how children grow. 0 1 2 3 4

Comments:

Assessment Scale:

- 1 = Unacceptable - Little or no evidence of meeting the criterion
- 2 = Basic - Some evidence that criterion has been met.
- 3= Proficient - Adequate evidence that the criterion has been met.
- 4 = Advanced - Extensive evidence of meeting or exceeding the criterion.

5. After evaluating each of the standards on the 1-4 scale, there is a section available to type an activity summary and observation notes and a space to include recommendations if there are any. Not all blanks have to be used in an evaluation.

6. The University Supervisor should check yes/no if a three-way conference was held after the evaluation.

7. Be sure to include your email address as the evaluator because this will ensure you receive a copy of the completed evaluation instantly upon hitting submit.

UNIVERSITY SUPERVISOR: Did the Student, Cooperating Teacher and University Supervisor discuss the student's progress in a three-way conference after this supervisory visit?

Yes No

Evaluator's Email Address: (This is where the completed evaluation will be sent once submitted)

Please upload any letters of recommendation, lesson plans or other documentation that may support this evaluation.

Upload No file selected

Print

Submit

Note: There is also a print button located on the bottom of the evaluation. You may choose to print the evaluation upon completion to give to the student or to

8. This is an optional place for you to include a copy of the student's lesson plans or recommendation letters.

9. When the evaluation has been completed, click the green button with the double arrow to submit the application to the University.

The University Supervisor

The primary role of the university supervisor is to be a second party in the observation and evaluation of the student teacher/intern and to provide professional input to the cooperating teacher and to the student teacher during the experience. Many university supervisors are full-time faculty members; however, they may be ad hoc faculty members with teaching and supervisory experience and expertise in instruction at the grade levels and/or subject areas of the student teacher/intern's assignment. The university supervisor's role is to supervise the student teacher and evaluate their performance. It is not his/her responsibility to evaluate the cooperating teacher nor to change the cooperating teacher's classroom.

Requirements

The university supervisor will make a minimum of four classroom visits (2 per quarter) of at least one hour in length to observe the teaching of each student teacher or teaching intern. For each student teacher or intern, the university supervisor will

- confer a minimum of two times with both the cooperating teacher and the student teacher present at the conference during the semester.
- attempt to have a three-way conference involving her/himself, the cooperating teacher, and the student teacher or intern before or after **each observational** visit, but responsibilities and time constraints on all of the parties involved may make such a three-way conference impossible on some observational visits.

Responsibilities

It is the responsibility of the university supervisor

- to become acquainted with the cooperating teacher(s) of each student teacher/intern under his/her supervision, and
- to work cooperatively with the cooperating teacher(s) in promoting the student teacher's or intern's continuous growth as a professional educator.

The university supervisor should objectively evaluate the strengths and weaknesses of each student teacher/intern and counsel with the student teacher/intern and cooperating teacher(s) as needed. The primary function of this consulting with student teachers/interns and cooperating teachers is to help plan experiences that will lead to any needed improvements in the teaching performance of the student teachers/interns. The university supervisor also has the responsibility

- to write letters of recommendation, based on her/his observations of classroom performance,
- to evaluate the overall performance of the student teachers,
- to become familiar with the pre-student teaching preparation of his/her student teachers/interns and with the programs of the cooperating schools and cooperating teachers,
- and to share a responsibility with cooperating teachers, student teachers/interns and others in assisting the university in identifying areas of needed improvement in the pre-service education programs of the university and in helping to improve those programs.

A Final Word

In addition to making periodic visits, the university supervisor is available for consultation as needed throughout the student teaching experience. Whenever any problems or difficulties arise, cooperating teachers and student teachers/interns are urged to contact the university supervisor or the Coordinator/Director of Clinical Experiences in Education without delay. Experience has shown that many serious problems can be averted through early consultation and discussion. In the event of questions or problems, please call the Education Department office at (920) 465-2835.

Policy Statement Concerning Student Teaching Clinical Experiences Expectations

Under the policies and guidelines of the Professional Program in Education, students participating in the student teaching clinical experience in schools and other professional settings at all times are to display appropriate conduct. Included in this behavior is:

- Wearing proper attire (blue jeans are not to be worn to your assignments)
- Hats are also not appropriate professional attire in the classroom.
- T-shirts with slogans encouraging political or antisocial behavior of any kind are not to be worn. (This includes commercial endorsements of various products.)

Further, as a student teacher, you are not to serve as a **substitute teacher**. Substitute teaching is not recognized as student teaching and does not fulfill the University requirement for student teaching.

While working in the school settings, you should have no physical contact with classroom students. All discipline and/or behavioral control and restraint are to be administered by the regular classroom teacher. During any physical altercations, you are not to physically put your hands or body upon a student, unless there is physical harm possible to another student and/or yourself. Even in such a case, you are to restrain, not attack, the offending individual. You can and must verbally tell students to **“STOP”** any and all physical altercations. Also remember that in all incidents, if you are the lone adult authority present, please send a student to the office for immediate assistance.

*Note: Students should check with the main office of each school in which they participated to get the official policy for the school district concerning student behavior and proper policy in dealing with such incidents.